

Volume 33 Number 1
OCTOBER 1950

School of Educ. 1 in.

OCT 31 '50

Route to

School Life



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FEDERAL SECURITY AGENCY
Office of Education



Official Journal of the Office of Education • • • • • Federal Security Agency

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Volume 33

Number 1

Cover photograph, courtesy the Denver Public Schools, Denver, Colo., shows children locating a point on a world globe. See article, "World Understanding in Elementary Schools," on page 2.

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SCHOOL LIFE is indexed in Reader's Guide to Periodical Literature, and in Education Index
(Single copy price of SCHOOL LIFE—15 cents)

School Life Spotlight

"... I hope that all Americans will join ... in dedicating themselves to this critical struggle for men's minds ... " 1

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"... We seem to have gotten somewhat past the Dutch wooden shoes hurdle, but many of the things written about Asia and other areas are equally out of date ... " 3

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"Major changes have been introduced in the techniques for ascertaining what are the objectives aimed at by a school ... " 4

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"A Negro student has a constitutional right to an education equivalent to that offered by the State to students of other races ... " 6

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"... Whether this struggle lasts 6 months, 5 years, or 25 years, America's schools and colleges will see it through." 8

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"... Come war, come peace, we dare not ignore the long leverage which the schools exert." 10

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"... the best step in foreign policy during my entire tour of duty in public life ... " 15

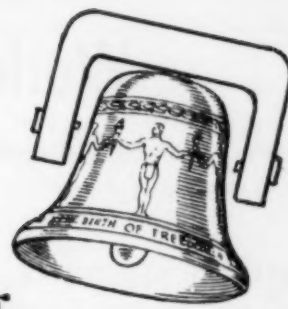
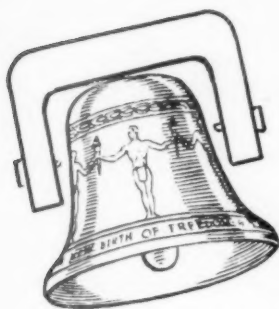
Published each month of the school year, October through June.

To order SCHOOL LIFE send your check, money order, or a dollar bill (no stamps) with your subscription request to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. SCHOOL LIFE service comes to you at a subscription price of \$1.00. Yearly fee to countries in which the frank of the U. S. Government is not recognized is \$1.50. A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States. Printing of SCHOOL LIFE has been approved by the Director of the Bureau of the Budget.

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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."



Make Freedom Ring

SCHOOLS and colleges have been asked to lend their support to the Crusade for Freedom, a national campaign to give tangible demonstration to all peoples of the world that we in the United States firmly believe in and will work for freedom and peace.

Endorsed by Educators

General Lucius D. Clay, military governor for Germany during the Berlin airlift, recently agreed to become national chairman of the Crusade for Freedom. (National Headquarters, 350 Fifth Avenue, New York 1, N. Y.) Many educators have endorsed the current campaign and are actively participating in it.

Signatures Enshrined

During the month of October the Crusade for Freedom will give millions of men, women and children opportunity to sign Freedom Scrolls. Names on these Freedom Scrolls will be recognized as personal declarations of belief in world freedom and peace. The scrolls will be given wide circulation across the Nation. They will be permanently enshrined in the base of a 10-ton Freedom Bell, 8 feet high, that has been especially cast.

On United Nations Day

To be dedicated in Berlin on United Nations Day, October 24, the Freedom Bell, symbol of the Crusade for Freedom, will ring out in tribute to those giving their lives in today's struggle for human freedom. It is planned that simultaneously church, school, and community bells will resound throughout the United States and many nations of Western Europe in symbolic dedication to the cause of freedom for all mankind.

From the President

Through the Crusade for Freedom it is hoped that there will be launched a major international offensive for freedom and peace.

President Truman has said, "... I hope that all Americans will join ... in dedicating themselves to this critical struggle for men's minds ..." I am sure that American education will do its full part in this great crusade to "make freedom ring."

U.S. COMMISSIONER OF EDUCATION



World Understanding in Elementary Schools

by Wilhelmina Hill, Specialist for Social Science, Division of Elementary and Secondary Schools

SCHOOLS OF TODAY must devote their energies toward world understanding and cooperation as never before. The world situation with its misunderstandings, barriers to communication, technology, aviation, and new destructive weapons makes this imperative.

Herold C. Hunt, Chicago's Superintendent of Schools, says, "The ability to get along with people is the characteristic that merits greatest emphasis in all teaching today. With the shrinking of space which has been brought about by modern science and the consequent state in which we find ourselves of 'being neighbor to the world,' it becomes necessary to enlarge our horizon to include world understanding in our efforts to develop this ability to get along with people. It is an old adage which reminds us that we never knew a person we didn't like and, since we know that we get along with the people we like, we must include that concept of global understanding that peace may be maintained throughout the world."

What is the role of the elementary school in this undertaking? Can children of primary and intermediate grades approach the problem of world understanding?

The answers lie in the maturity levels and needs of the children themselves. They can begin to learn cooperative ways of getting along with others from their first experiences at home and school. Effective skills in human relationships begin with the young and should develop as individuals broaden their scope of living.

The kind of experiences in human relationships that children have daily in school, home, and community provide the opportunities through which they may become cooperative individuals on a much broader scale. A democratic permissive atmosphere in which pupils and teacher plan, work, and evaluate their learning enterprises together is essential to this social development of individuals. It is a characteristic of many modern elementary schools. It should be evident in all.

Children of elementary grades can learn many things about the people of the world. Their environment today often contains many elements which make such a study natural and within the scope of the children's interests and concerns. Food, toys, newspapers, radio, television, foreign visitors, returned travelers, relatives, letters, international exchanges, music, dance, stories, and art are some of the media by which children have foreign contacts in their own lives.

Throughout elementary grades, the pupils show considerable interest in other children regardless of where they live. Sometimes they are not as interested in the adult affairs of a foreign country or region as their teachers or textbook writers might think desirable. Perhaps we should take a clue from this, and make further effort to relate subject matter about peoples and countries more closely to children's real interests and

concerns. If elementary children are studying about food, they are likely to be interested in and learn about the food they themselves eat and about the food children and adults eat in other lands. But the children must not be left out so that boys and girls make just a study of *people* only.

Elementary social studies curricula offer numerous opportunities for teaching about the peoples of the world. In one west coast school system each third grade studies one nationality group which has representatives in the culture pattern of its city. Hence in one school, the children may learn about people of Italian and in another about those of Swedish birth or ancestry.

Many fourth-grade courses suggest studies of communities or regions in various parts of the United States or abroad. A good many sixth-grade programs provide for the study of the people of the Americas and others of people who live in various



Denver, Colo., school children use both small and large globes to study world geography. Photograph courtesy Denver Public Schools.

parts of the Eastern Hemisphere. Often seventh graders study peoples of the world with emphasis on either the geography or history of their regions or on both. In those systems where the curriculum doesn't include regional studies in elementary grades, there is a real opportunity for teaching such topics or units as aviation, radio, or housing from a world point of view, beginning with the local and then widening horizons as far as the children are able to go.

It is evident then that the elementary curriculum offers excellent possibilities for developing world understanding. The question now arises, *How may such learning be made meaningful and realistic?*

The experience approach should be used whenever possible and appropriate. Children learn what they experience; they learn that which they accept. Direct experiences in the area of world understanding are possible in 1950. Modern "know-how" in communication, transportation, international exchanges, and teaching techniques has made this possible.

Children can learn skills in human relationships and cooperative ways of living together in school and community. They can engage in international exchanges of letters, albums, records, and art. Many can have the privilege of meeting a visitor or traveler from a foreign land or some person in the community who has come from another country. All can have frequent contact with other peoples through newspapers, magazines, books, films, radio, or television.

Some of these experiences may come about in connection with social studies units. Others will be just a part of the daily living in the school. Some will have to do with music and dance, and others with literature and creative drama.

By no means should reading and study be neglected in such an experience approach. But the study will take on greater meaning because it is related to living, to the child's social environment.

A plea is in order here for more accurate and realistic reading and pictorial materials concerning the world's people. It is hoped that persons who select such materials will try to obtain those which show how people live in other parts of the world today rather than how they lived 10 or 20 years before the last World War. Foreign visitors are often amazed to see how the life of their countries is pictured in some of our reading materials. An example is the

stereotype Chinese child with the pigtail. We seem to have gotten somewhat past the Dutch wooden shoes hurdle, but many of the things written about Asia and other areas are equally out of date.

One school superintendent, Evan Evans of Winfield, Kans., was a member of the European Flying Classroom last spring. Prior to the trip, he was invited to visit elementary classes in his system and tell the children about the places he expected to go. The children became interested and began to make plans to "go along." They followed his itinerary closely on maps of Europe.

SUGGESTIONS for teachers, supervisors, principals, and others involved in curriculum development may be found in *World Understanding Begins With Children*, Office of Education Bulletin 1949 No. 17, by Delia Goetz, Division of International Educational Relations. Copies are available from the Superintendent of Documents, Washington 25, D. C., price 15 cents.

Another useful publication is *The Unesco Story*, "a resource and action booklet for organizations and communities." Address your request for this 112-page report to The U. S. National Commission for UNESCO, attention UNESCO Relations Staff, Department of State, Washington 25, D. C.

From each of the 11 countries visited, the superintendent sent post cards, a piece of money, a few postage stamps, and when possible, maps and other materials related to the geography of the country. A real interest developed on the part of the students, who wondered when the next mail would come and checked to see how long it took the air-mail post cards to arrive after being mailed. It was generally conceded by the teachers and by the parents that there had been a greater interest in the study of European geography than there had been for many years. Distances became more real, and economic and social conditions were better understood.

What can be done about teaching elementary school children about organizations for international cooperation? A great deal is being done through participation in the various exchanges of the Junior Red Cross. Less is being accomplished with regard to United Nations and its specialized agencies, such as UNESCO and FAO. The New York City, St. Paul, Minn.,

and Bay City, Mich., public schools have issued excellent bulletins on ways in which United Nations and its various branches may be included in the curriculum at the various elementary levels.

Some children's organizations, as Boy Scouts and Girl Scouts, have clubs and members in other countries. These offer opportunities for children to participate directly in the programs of international organizations.

Pearl Wanamaker, President, National Council of Chief State School Officers and Washington's State Superintendent of Public Instruction, emphasizes that, "The future of free men rests largely with the United States.

"If our millions of American public school children are to be taught the techniques and the responsibilities of democratic action, this instruction must be part of the school program every day of every school year for every child. Stress must be placed upon our basic institutions as those agencies which function for the good of all people, and in which both children and adults share. School administrators and teachers, working with parents and community leaders, must inventory existing organizations for local, State, national, and international cooperation, and then provide boys and girls with direct opportunity to share in these programs.

"There is no substitute for democratic action. Through our groups working together for the betterment of mankind, we can give to our school children the opportunity to learn firsthand the rights and privileges of a devoted, dynamic national and world citizenship.

"In Washington State many elementary schools teach specific units on the UN and UNESCO. Units include elementary research, committee and class discussions, impersonations and dramatizations pertaining to the UN structure, functions, and agencies. Outgrowing pupil projects, such as sending friendship letters, making flags of UN nations, keeping scrapbooks of UNESCO stories, and affiliating with elementary schools abroad are frequent."

Because of the urgency for improving world relations in this school year of 1950-51, the development of world understanding should rank high on the priority list of those responsible for developing school programs. Let each of us face the question, *"What is our school system doing about world understanding in the elementary schools?"*

New Evaluative Instruments for Secondary Schools

by Carl A. Jessen, Chief
School Organization and Supervision

THE 1950 edition of the *Evaluative Criteria* is off the press following intensive work for 2½ years on its development. Like its forerunner printed in 1940, it is a product of the Cooperative Study of Secondary School Standards and is distributed through the American Council on Education.

The Cooperative Study was organized in 1933 by the regional agencies of secondary schools and colleges operating in New England, Middle States, Southern, North Central, Northwestern, and Western sections of the United States. These regional associations selected representatives from among their memberships and these representatives acting as a body became the General Committee responsible for the Cooperative Study.

The Committee secured funds from the parent associations and from the General Education Board, employed a research staff, and after 6 years of research and experiment produced instruments for the evaluation of schools which were published in 1940. The three publications most essential for school evaluations were a manual entitled *How To Evaluate a Secondary School*, the *Evaluative Criteria*, and *Educational Temperatures*, a set of forms for reporting graphically the results of evaluations.

Why a Revision

It was realized at the time that the instruments thus produced would probably need to be revised, partly because of new developments in education, partly because, even with the try-out which had been conducted in 200 schools before publication, further use of the evaluative instruments would be likely to reveal ways in which they and procedures for their application could be improved. Against the possibility that such a revision would need to be undertaken, the Cooperative Study through the years after 1940 assembled reactions from the most im-

portant users of the criteria, namely, schools that had been evaluated, persons who had been members of several visiting committees, and others who in various ways had both extensive and intensive experience with the evaluative instruments.

As the reports came in from these sources it was apparent that those who were using the instruments were enthusiastic about their value as devices for stimulation and improvement. Also these respondents found and reported items in the materials and features in the recommended procedures which in their judgment could be improved.

By the end of the war and the years immediately following, enough of these reports had come in to convince the Committee that a revision ought to be undertaken. Accordingly plans were laid and carried out for a revision and for funds with which to make it. Toward the end of 1947 the funds available in the Cooperative Study treasury plus substantial grants from the regional associations and the General Education Board made it possible to get under way. Full-scale and full-time work on the revision started in 1948 with the employment of a research staff and the opening of a revision office in Boston, Mass.

Characteristics of the Revised Evaluative Criteria

The revision resulting in the 1950 edition combines the essentials of the three publications of 1940 into the one volume of *Evaluative Criteria*. The new publication is somewhat shorter than the three earlier publications it displaces, despite the substantial expansions which have been made in certain sections of it.

The Committee in charge decided early in its deliberations that it wanted a thoroughly creative revision. The revision was not to be a tinkering job. The Committee also was entirely clear and vocal on another related subject: It did not want any of the

materials or procedures discarded except for good cause. Those features which had proved their worth through 10 years of experience with them were to be retained, in improved form to be sure, but retained in their essentials.

Thus one finds that the 1950 edition parallels in its sections many of the sections of the earlier edition. The plan of having a statement of Guiding Principles in each major section is followed in the new edition, as is the practice of having both checklist and evaluational items in the several sections. The arrangements by which schools during 10 years of evaluations have been encouraged to insert comments and statements descriptive of their purposes and practices are expanded in the new *Evaluative Criteria*. Retained also is the plan of having extensive self-evaluation by the local school faculty precede evaluation by a visiting committee.

Objectives and Curriculum

Major changes have been introduced in the techniques for ascertaining what are the objectives aimed at by a school. Experience with Section B of the 1940 *Evaluative Criteria* revealed that the emphasis was too strong on educational philosophy. Local school authorities and teachers too often were led to think about statements which had been developed by committees and agencies rather than about the needs of the pupils enrolled in their school. It is believed that the present section focusing attention upon what is needed by the pupils is likely to yield more valid statements of what a given school is attempting to do. Moreover, there is opportunity in the new section for schools to indicate, not only what they are attempting to achieve, but how far they have progressed toward its achievement.

The sections dealing with the educational program have been greatly expanded. In

the 1940 edition this subject was treated mainly in four sections, namely, Curriculum and Courses of Study, Pupil Activity Program, Instruction, and Outcomes of the Educational Program. In the revised *Evaluative Criteria* the section on the Pupil Activity Program is retained but with considerable change in the check list and evaluation items. The other 3 sections, however, have been substantially reorganized into 17 sections, 1 on the general program of studies, 1 on the core program, and the other 15 on subject areas (English, mathematics, home economics, etc.) commonly found in secondary schools.

It is not expected that every secondary school will have all of these subject areas represented in its offerings, but will confine its evaluation to those which are present. Although variety rather than uniformity is apparent in the approach to these various subject areas there is a certain amount of unity in them in that each conforms to a six-point outline involving organization, nature

of offerings, physical facilities, direction of learning, outcomes, and special characteristics.

Staff

Section I in the revised *Evaluative Criteria* combines information which in the 1940 edition was gathered in two sections, one on school staff, the other on school administration. In the process there has also been transferred to Section I some of the data on individual staff members formerly assembled through the "M Blank." The new Section J, Data for Individual Staff Members, which takes the place of the former Section M, is considerably changed. In fact, both the coverage and the plan for securing data on teaching and administrative staff, it is felt, are improved markedly in the revised edition.

Reporting Results

No part of the evaluative instruments has undergone more drastic revision than the

method of reporting results. Gone are the "thermometers" and the conversion tables. Gone are the Alpha, Beta, and Gamma Scales. Gone are the percentile scales and the norms of every description.

Retained is the idea of a statistical summary and a graphic summary, respectively Sections X and Y in the 1950 edition. The graphic summaries in Section Y are horizontal bar graphs. Since the number of evaluations has been more than doubled (from 450 to 932) in the revised *Evaluative Criteria* it follows that Section X and Section Y must be in accord with the changes in evaluations. The simplification which has taken place in them, however, make them much easier to prepare and interpret.

The Manual

The reduced complexity in statistical and graphic summaries results in a reduced need for explanation in the manual which now is Section A of the new *Evaluative Criteria*. Both on this account and because of the 10 years of experience with evaluations it now becomes possible to produce a much more satisfactory statement supplying suggestions on how to proceed with self-evaluation, committee evaluation, and follow-up after evaluation. This is the nature and strength of the new Section A, Manual.

The Contents

The new *Evaluative Criteria* were tried out in 19 schools and were examined critically by the members of the Cooperative Study Committee before being cast into final form for printing. They are being offered now with a great deal of confidence that they are much more valid, much more usable, and in general much improved over the evaluative instruments which the Cooperative Study produced and offered to schools 10 years ago. Those instruments were used year after year with satisfaction in thousands of evaluations throughout the Nation. Because of experience gained from those evaluations it is believed that the present instruments are better than the earlier ones.

The contents of *Evaluative Criteria*, 1950 edition, are as follows:

Basic Information	Section
Manual.....	A
Pupil Population and School Community.....	B
Educational Needs of Youth.....	C

(Continued on page 7)

The Cooperative Study Committee and Staff

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 CARL A. MAGNUSON, Bristol High School, Bristol, Conn.

Middle States Association

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Recent Federal Court Decisions Affecting Education

by Ward W. Keesecker
Specialist in School Legislation

DURING the months of May and June 1950, three noteworthy Federal Court decisions were rendered affecting education. The principles of law established by these decisions are:

1. Where a public school teacher is required under State law to attend summer school (or take an examination on five selected books) as a prerequisite for renewal of her teacher's certificate, the amount expended by the teacher in attending a summer school is deductible as "ordinary and necessary business expenses" for income tax purposes. (*Hill v. Commissioner of Internal Revenue*, decided May 19, 1950, U. S. Court of Appeals, 4th Circuit.)
2. A State may not, after admitting a student to its State University, afford him different treatment from other students solely because of his race. (*McLaurin v. Oklahoma*, decided June 5, 1950, U. S. Supreme Court.)
3. A Negro student has a constitutional right to an education equivalent to that offered by the State to students of other races. The Court found that the legal education which was offered at a separate law school was not substantially equal to that offered at the State University. (*Sweatt v. Painter, et al.*, decided June 5, 1950, U. S. Supreme Court.)

Because of the wide interest in the principles of law established by these decisions and also the conditions under which these principles are applicable, there is presented below a brief resume of the facts in each of the three decisions above cited.

Teacher's Summer School Expenses Deductible for Income Tax Purposes

Hill v. Commissioner of Internal Revenue.—This case arose in Virginia and was decided by the United States Court of Appeals, Fourth Circuit, May 19, 1950. The Virginia law required teachers, as a condition for the renewal of their certificates, to attend a summer school or to take an examination on five selected books. Nora Hill, a teacher, attended summer school. The expenses incurred by summer school

attendance amounted to \$239.50, which she deducted in computing her net income on her income tax return. The income tax officials disallowed these expenses on the ground that they were personal expenses.

The question for court determination was: Was the taxpayer in this case correct in deducting the summer school expenses as "ordinary and necessary expenses" incurred in carrying on her trade or business?

The Court answered this question affirmatively, saying:

Our conclusion is that the expenses incurred by the taxpayer were incurred in carrying on a trade or business, were ordinary and necessary, and were not personal in nature. She has . . . complied with both the letter and spirit of the law which permits such expenses to be deducted for federal income tax purposes. We do not hold . . . that all expenses incurred by teachers attending summer school are deductible. (*Hill v. Commissioner of Internal Revenue*, 181 F. 2d 906, May 19, 1950.)

Racial Equality of Education Sustained by the United States Supreme Court

McLaurin v. Oklahoma, June 5, 1950.—The question presented in this case was whether a State may, after admitting a student to graduate instruction in its State University, afford him different treatment from other students solely because of his race. The Court decided only this issue.

This case arose over an attempt on the part of the Oklahoma State University authorities to maintain separate treatment of a Negro student after having admitted the student to the graduate courses at the University. The Negro student was required to sit apart at a designated desk in an anteroom adjoining the classroom; to sit at a designated desk on the mezzanine floor of the library; and to sit at a designated table and eat at a different time from the other students in the cafeteria. The lower court held that these conditions did not violate the provisions of the Fourteenth Amendment.

During the interval between the decision of the lower court and the hearing in the Supreme Court the treatment afforded the

appellant was modified, he having been assigned to a seat in the classroom in a row specified for colored students, assigned to a table in the library on the main floor, and was permitted to eat at the same time in the cafeteria although he was assigned to a special table.

The Supreme Court reversed the decision below and held that "State-imposed restrictions which produce such inequalities cannot be sustained." Speaking further, the Court said:

It may be argued that appellant will be in no better position when these restrictions are removed, for he may still be set apart by his fellow students. This we think is irrelevant. There is a vast difference—a Constitutional difference—between restrictions imposed by the state which prohibit the intellectual commingling of students, and the refusal of individuals to commingle where the state presents no such bar. . . .

. . . the Fourteenth Amendment precludes differences in treatment by the state based upon race. Appellant, having been admitted to a state-supported graduate school, must receive the same treatment at the hands of the state as students of other races. . . .

Sweatt v. Painter, et al., June 5, 1950.—This case presented the question: To what extent does the Fourteenth Amendment limit a State to distinguish between students of different races in professional and graduate education at a State University? The petitioner had been rejected from the University of Texas Law School solely because he was a Negro. He therefore sued for mandamus to compel his admission. Later a separate School of Law of the Texas State University for Negroes was established at Austin. The petitioner refused to register at the new school, contending that the facilities of such school were not equal to those offered by the State to white students at the University of Texas.

The Supreme Court of the United States took judicial notice of the facilities and opportunities offered by the different law schools. The Court observed:

In terms of number of the faculty, variety of courses and opportunity for specialization, size of

the student body, scope of the library, availability of law review and similar activities, the University of Texas Law School is superior. What is more important, the University of Texas Law School possesses to a far greater degree those qualities which are incapable of objective measurement but which make for greatness in a law school. Such qualities, to name but a few, include reputation of the faculty, experience of the administration, position and influence of the alumni, standing in the community, traditions and prestige. It is difficult to believe that one who had a free choice between these law schools would consider the question close.

In accordance with these cases [others cited by the Court], petitioner may claim his full constitutional right: legal education equivalent to that offered by the state to students of other races. Such education is not available to him in a separate law school as offered. . . .

We hold that the Equal Protection clause of the Fourteenth Amendment requires that petitioner be admitted to the University of Texas Law School. . . .

History in Facsimile

REPRODUCTIONS of historic documents, the originals of which are preserved by the United States Government in the National Archives, are now available at low cost. These invaluable aids to teaching may be ordered from the Exhibits and Publications Officer, National Archives, Washington 25, D. C. Orders for 100 or more copies of the Bill of Rights (No. 1) or the Emancipation Proclamation (No. 16) should be sent directly to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., with check or postal note remittances made payable to the Treasurer of the United States.

The latest list of historic document facsimiles announced by The National Archives is as follows:

No. 1. Bill of Rights (32" x 34")	55 cents
No. 2. Oath of Allegiance of George Washington at Valley Forge (10" x 8")	20 cents
No. 3. Deposition of Deborah Gannett, Woman Soldier of the Revolutionary War (11" x 14")	20 cents
No. 4. Photograph of Sitting Bull (8" x 10")	20 cents
No. 5. Photograph of Abraham Lincoln (8" x 10")	20 cents
No. 6. Revolutionary War Recruiting Broadside (11" x 14")	20 cents
No. 7. Photograph of Robert E. Lee (8" x 10")	20 cents
No. 8. Letter From Dolly Madison Agreeing To Attend Washington Monument Ceremonies, 1848 (8" x 10")	20 cents
No. 9. Historical Sketch of the Washington National Monument to 1849 (11" x 14")	20 cents
No. 10. Broadside Soliciting Funds for Completion of Washington Monument, 1860 (11" x 14")	20 cents
No. 11. Certificate of Membership in the Washington National Monument Society (10" x 8")	20 cents
No. 12. Appeal to Masons for Funds for Washington Monument, 1853 (11" x 14")	20 cents
No. 13. Photograph of John J. Pershing (8" x 10")	20 cents
No. 14. Photograph of Dwight D. Eisenhower (8" x 10")	20 cents
No. 15. Petition of Authors and Publishers for a Copyright Treaty, 1880 (10" x 12")	20 cents
No. 16. Emancipation Proclamation (12½" x 19½")	\$1

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Federal Security Administrator Oscar R. Ewing congratulates Ambrose Caliver, promoted from the position of Specialist for the Higher Education of Negroes and Adviser on Related Problems on the Office of Education staff to the position of Assistant to the Commissioner of Education. Dr. Caliver came to the Office of Education in 1930 as the first Federal Government specialist in Negro education. He was recently designated Adviser to the United States Delegation on the United Nations Special Committee on Information from Non-Self Governing Territories and served as one of the chairmen of the Secretariat of the Education Section for the National Conference on Aging, sponsored by the Federal Security Agency. Left to right, Earl James McGrath, Commissioner of Education, who appointed Dr. Caliver to his new position, Dr. Caliver, and Federal Security Administrator Oscar R. Ewing.



Education Organizes for the

WHEN THE Korean crisis occurred the last week in June, most schools and colleges were closed for the summer vacation period. Dispatches from the area of aggression reaching the United States within hours of the surprise attack, however, soon alerted the Nation's educational leaders to a situation which could call for all-out effort on the part of every educator and educational institution.

Earl James McGrath, U. S. Commissioner of Education, formed an advisory committee within the Office of Education to consider plans for education in view of the world situation, and invited all division directors and staff specialists of the Office to suggest ways of gearing their programs to national and international needs. Shortly after President Truman had outlined to the Congress and the public on July 19 the military and economic measures the United States had taken and should take in connection with the Korean crisis, Commissioner McGrath submitted a report to the National Security Resources Board. This statement set forth ways in which the Office of Education could serve the Nation's defense. The statement refers to two general categories or types of service which the Office of Education stands ready to perform in this emergency. One would be that in which the Office of Education would be the operating agency. In the second function the Office of Education would serve in an advisory and consultative capacity, with the operating administrative responsibility and the funds channeled through some other agency.

During July

The National Security Resources Board was established by the National Security Act of 1947 to advise the President concerning the coordination of military, industrial, and civilian mobilization. The work of the Board is concerned with both current and long-range problems from the standpoint of the national security. In the performance of its functions, the National Security Resources Board is authorized to utilize the facilities and resources of the various de-

partments and agencies of the Government. Commissioner McGrath's report thus went to the top planning body for any possible emergency.

Commissioner McGrath's first memorandum relating to national defense which he addressed to administrative officers of higher education institutions, to chief State school officers, and to other educational leaders, on July 26 explained that the "National Security Resources Board has stated as a general policy that mobilization planning and operation will be the responsibility of the existing departments and agencies, and has indicated to the Federal Security Agency and its Office of Education that it looks to the latter to serve as the focal point for all planning in the educational area."

The same memorandum urged institutions of higher education "to proceed with their own planning on an individual basis and to suggest the kinds of services they can render most effectively."

Other educational leaders and organizations were busy also during July, making plans and stimulating action in behalf of the defense effort by American education. The American Council on Education sponsored an exploratory meeting early in the month.

Also in July the National Council of Chief State School Officers sponsored a conference of educational leaders "to explore the place of education in the developing war situation and to plan how to make the forces of education totally effective in the national interest." Held at the headquarters of the National Education Association in Washington, D. C., July 28, this meeting brought together local, State, and national representatives of education at all levels. Spokesmen for the Office of Education were Rall I. Grigsby, Deputy Commissioner of Education, Henry F. Alves, Director, Division of School Administration, R. W. Gregory, Assistant Commissioner for Vocational Education, and John Dale Russell, Director of the Division of Higher Education. Nine topics were considered at the morning session: The role of education in World War II such as

vocational defense training, experience with rationing, draft registration and other forms of teacher and school personnel service, secondary school curriculum modifications, emergency allocation of equipment and supplies for education, problems in war-congested areas, manpower problems and their effect upon education, teacher supply and demand, aviation training, and surplus property distribution to schools and colleges. Said Pearl Wanamaker, President, National Council of Chief State School Officers, who presided at the conference, "Whether this struggle lasts 6 months, 5 years, or 25 years, America's schools and colleges will see it through." She concluded that "we can best prepare youth for peace, international tension, or war through the day-to-day work of good schools."

"Somehow, this time, a way must be found to make training for and continuance in an essential civilian field as patriotic as enlisting," Francis J. Brown, American Council on Education, told the conference.

S. M. Brownell, President, Department of Higher Education, National Education Association, asked that a way be found for students entering service before completion of high school to complete high school in a shorter length of time.

A. L. Raffa, of the National Security Resources Board, who attended the meeting as an observer, reaffirmed that his agency looks to the Office of Education "as the focal planning point for education."

Three Guiding Principles

The educators agreed on three guiding principles: one, that the main business of schools and colleges during the international tension is to continue their full programs of education and instruction; two, that the needs of education for teaching personnel, materials for construction and supplies, and equipment for classroom use must have No. 2 priority after the needs of the military are met; and three, that in order to maintain orderly relations between the Federal Government and the Nation's schools and colleges there must be created a unified council of educators who will be in a

the Nation's Defense



position to speak authoritatively for all of American education.

An interim committee was established, with Willard E. Givens, National Education Association, as Committee Chairman, Edgar Fuller, National Council of Chief State School Officers, as Secretary, and James McCaskill, National Education Association, as Coordinator. More than 75 national organizations were invited to the second Conference for Mobilization of Education to Meet the National Emergency held September 9-10.

On August 5 the American Council on Education held a conference on The Service of Education to the National Emergency. The conference authorized a letter to President Truman pledging that the colleges stand ready to give every possible assistance to the country in the present emergency. At this conference Major W. E. Gernet, Office of the Secretary of Defense, and Mr. Robert Clark, of National Security Resources Board, announced that the Office of Education had been selected as the Government agency through which planning and contacts with educational institutions, organizations, and school systems of the country would be maintained.

General Hershey of Selective Service told the conferees that deferment of a college student doesn't mean he escapes military duty, only that he postpones his entry until he can get preparation which will make him more useful to the Nation. He indicated that plans were being prepared to give objective tests to all 18-year-old men. Those with high scores will be deferred as long as they maintain grades that keep them in the upper half of their classes.

The American Council on Education held a committee meeting on August 31-September 1 on Relationships of Higher Education to the Federal Government. Plans were made for the October conference to be attended by more than 1,000 college and university leaders.

A number of official pronouncements relating to national defense have been issued by Federal Government departments and agencies during July and August. These

releases and bulletins are the basic documents which govern policies of deferment and training. They form part of the record of education's organization for service to the Nation since the crisis in Korea.

The U. S. Department of Commerce released a "Tentative List of Essential Activities." Ninety major groups appear in this official listing. Major Group 82, Education Services, "Includes establishments furnishing formal academic or technical courses, correspondence schools, commercial and trade schools, and libraries."

MORE COMPLETE reports of educational mobilization conferences held during September and October will be carried in subsequent issues of SCHOOL LIFE.

A "List of Critical Occupations" (preliminary draft) was released by the Department of Labor on July 24. According to this Department of Labor guide, a teacher in a critical occupation "instructs students in colleges or universities, or apprentices or other workers in essential industries or activities, for the purpose of developing skills and knowledges essential and unique to the performance of critical occupations. The subjects taught may include both the theory and procedure of job performance." He "usually specializes in instruction pertaining to one occupation, one aspect of an occupation, or a field of study common to a number of critical occupations. . . ."

The "critical occupations" teacher "employs, singly or in combination, such teaching methods as lecture, discussion, supervised study, supervised practice, or actual job performance." He is "usually a qualified worker in the occupational field," and "may combine practice or research in the occupational field with teaching duties."

A defense-related release was issued by the Federal Security Agency, Office of Education, on July 27, announcing the establishment of a National Scientific Register Project in the Office of Education, with James C. O'Brien, National Security Resources Board, as Director. Commissioner

McGrath said in this release that "the NSRP will record and evaluate the competencies of the Nation's specially trained and highly skilled personnel in important scientific fields. It will report on the character and distribution of the national supply of manpower in the various scientific fields and will consider steps which might be taken to increase the numbers of highly skilled personnel in shortage areas. This is a service of obvious significance in the present international situation," said the Commissioner of Education.

The Secretary of Defense on August 1 issued a memorandum titled, "Delays in Call to Active Duty for Members of the Civilian Components of the Armed Forces Possessing Critical Occupational Skills (M-20-50)." Point 6 in the directive from the Secretary of Defense states that "delays in call to active duty should be made on an individual basis only. Under no circumstances should blanket delays be granted." Department of Defense Release No. 989-50 of August 3 interprets the "Deferment Policies for Reservists." This release also gives detailed information as to where "requests for delay in call should be addressed" for reservists in the Army, Navy, Marine Corps, Air Force, and National Guard.

Also on August 3 the Department of Commerce made public a "Tentative List of Essential Activities" requested by the Department of Defense as a guide for calling up for active duty members of the civilian components of the Armed Forces. Three criteria used in assembling the categories in the "essential activities" guide, Secretary of Commerce Charles Sawyer pointed out, are: 1. Activities directly contributing to the production of war materials; 2. Activities necessary for the maintenance of the production of war materials; and 3. Activities essential for the maintenance of national safety, health, and interest. This is the same listing as that issued in preliminary form on July 24 by the Department of Labor.

National Headquarters, Selective Service System, issued its Operations Bulletin No. 1 on August 8 on the subject of defer-

ment for college students. General Hershey, in this bulletin, specified three conditions under which local draft boards could consider occupational deferment for registrants. Copies of this bulletin were sent to all college and university presidents and chief State school officers by Commissioner of Education McGrath in his Commissioner's News Letter of August 9 as Emergency Supplement No. 1.

Emergency Supplement No. 2

Emergency Supplement No. 2, of the Commissioner's News Letter, issued August 17, informed presidents of institutions of higher education that the Department of Defense has been asked to appoint an official liaison committee to keep the Office of Education continuously informed about developments in the National Military Establishment that affect civilian educational institutions. The Supplement enclosed an outline of "Types of Information Which Institutions May Wish To Maintain Currently on File" in their advance planning for service to the Nation. The suggested survey outline has eight major breakdowns: Housing facilities for students, facilities for feeding students and faculty, facilities for student and faculty health service, buildings and utilities, instructional facilities available, organized programs of teaching and research, faculty, and general community information.

Two national committees, serving in an advisory capacity to the Office of Education on problems of vocational education, held a 3-day conference August 17-19. The conferees discussed the role of vocational schools and classes in helping meet the Nation's defense and possible emergency needs. Commissioner of Education Earl James McGrath called the conference which was attended by State directors of vocational education and chief State school officers holding membership on the vocational education advisory committees.

Commissioner McGrath at this conference said that vocational schools, in cooperation with the U. S. Office of Education, directed the training of more than 11½ million workers for war production industry and to meet civilian needs of the armed forces in World War II. Training programs involved use of vocational education personnel and facilities around the clock and in many communities every day of the week. Since 1945, through Federal, State, and local funds, training facilities in all

branches of vocational education—training for industry, for agriculture, homemaking, and business occupations—have been modernized and expanded. These facilities are on call for any emergency in the days ahead. The Commissioner said also that many vocational schools already are training aircraft workers and are giving other specialized training in line with needs accented by the world situation.

The vocational education advisory group stressed the need for training of replacements for those going into the armed services or other essential positions, including the training of foremen for industry, as well as supplemental training to extend the skills of persons already employed. Also considered was the training of office workers needed by business, industry, government, and the armed services. The conferees devoted considerable time to discussion of the distribution of the labor force and most efficient use of manpower resources of the Nation for training, education, civilian and military employment, so as to insure the use of skills where they may be most needed.

Other significant releases relating to the educational action for the Nation's defense include the following:

Release No. 27 of the U. S. National Commission for UNESCO, issued by UNESCO Relations Staff, Department of State.—This release sets forth considerations for possible courses of action recommended by the Executive Committee of the U. S. National Commission for UNESCO "with respect to the impact of the Korean situation on the peace of the world and in regard to other areas where acts of aggression may occur." Two of the recommendations were: 1. Devising and utilizing all available means for the dissemination of the facts concerning the causes of the present situation in Korea and other actions which may threaten the peace in other areas of the world; and 2. Convening regional conferences for education and information.

Release to students of the Division of University Extension, Massachusetts Department of Education (August issue).—This release says, "We suddenly find ourselves in the midst of a crisis and many of us not yet adjusted to the situation must be wondering what direction to take. For instance, how should we allow the crucial trouble in Korea to affect our educational plans? The best answer we have found is the one General Eisenhower recently gave to the students attending the Columbia University summer session: 'You are meeting

this year under the dark clouds of a threat of war. But you should be reassured in your decision to go along increasing your knowledge of the world, because lack of such knowledge is the basis of trouble in the world today . . .'"

Release announcing statement by the National Commission on Teacher Education and Professional Standards of the National Education Association on "The Signal Role of Education in National Security."—This statement was released August 21 at a meeting of the Commission held at the University of Wisconsin, Madison, and is available from the University. The Commission said in part:

"In a world torn by conflicting ideologies, the schools must be a stabilizing force for children and youth. In the years of struggle which inevitably lie ahead, the schools must serve the essential purposes of their communities. Most of all, they must develop in the rising generations the skills, the understandings, and the attitudes needed to preserve democratic America and to promote peace and cooperation among the nations.

"Effective mobilization of America's forces in the present conflict demands wise use of the full potential of our schools. Come war, come peace, we dare not ignore the long leverage which the schools exert. In their support, promotion, and improvement lies much of the substantial hope for a decent future for mankind."

Featured in Higher Education

HIGHER EDUCATION, the Office of Education semimonthly periodical, has a lead article in the September 1 issue on the Federal Scholarship Bill. The article is by Bernard B. Watson, Specialist for Physics, Division of Higher Education, Office of Education. This Bill was introduced in the Senate (S. 3996) on August 1, 1950, by Senator Elbert D. Thomas, and in the House of Representatives (H. R. 9429) on August 14, 1950, by Representative Graham A. Barden.

Other major articles in the September 1 issue of HIGHER EDUCATION are: "Supreme Court Opinions on Segregated Education," "Preparation for College History Teaching," and "Congressional Activities of Interest to Higher Education."

HIGHER EDUCATION subscription price is \$1 a year in the United States and \$1.50 a year to foreign countries. The single issue price is 10 cents.

Organization of Education in the United States

Prepared in Division of Elementary and Secondary Schools, Office of Education

THE ORGANIZATION of schools in any country is perplexing to those not acquainted with its educational system. The organization in the United States is especially confusing because of differences among the several States and regions. Moreover, not only foreigners, but our own citizens as well, often get lost in the terminology and concepts involved in features of our educational system, such as public, private, nursery, kindergarten, elementary, junior high school, senior high school, junior-senior high school, undivided high school, 4-year and 6-year high school, junior college, community college, liberal arts college, teachers college, university, and the many divisions within each of these.

The attached chart was developed for use in a report of the International Bureau of Education (Geneva) entitled *School Organization in 53 Countries*. It is reproduced here for such value as it may have in the United States.

The chart attempts to explain what is really a very complex situation. In so doing it errs in oversimplification. Some effort is made in the note at the bottom of the chart to point out that the three patterns of organization included are only those found most frequently. If the chart had been developed with the 27 different patterns of organization of elementary-high-school systems existing it would have become so involved as to be useless. Similarly there is oversimplification in listing only academic, vocational, and technical high schools, or cultural, technical, and semiprofessional characteristics of junior colleges. This break in continuity between completion of high school and entrance upon college is not so great as may appear from the chart. Especially is this true where the junior college (or community college) is a part of the public school system.

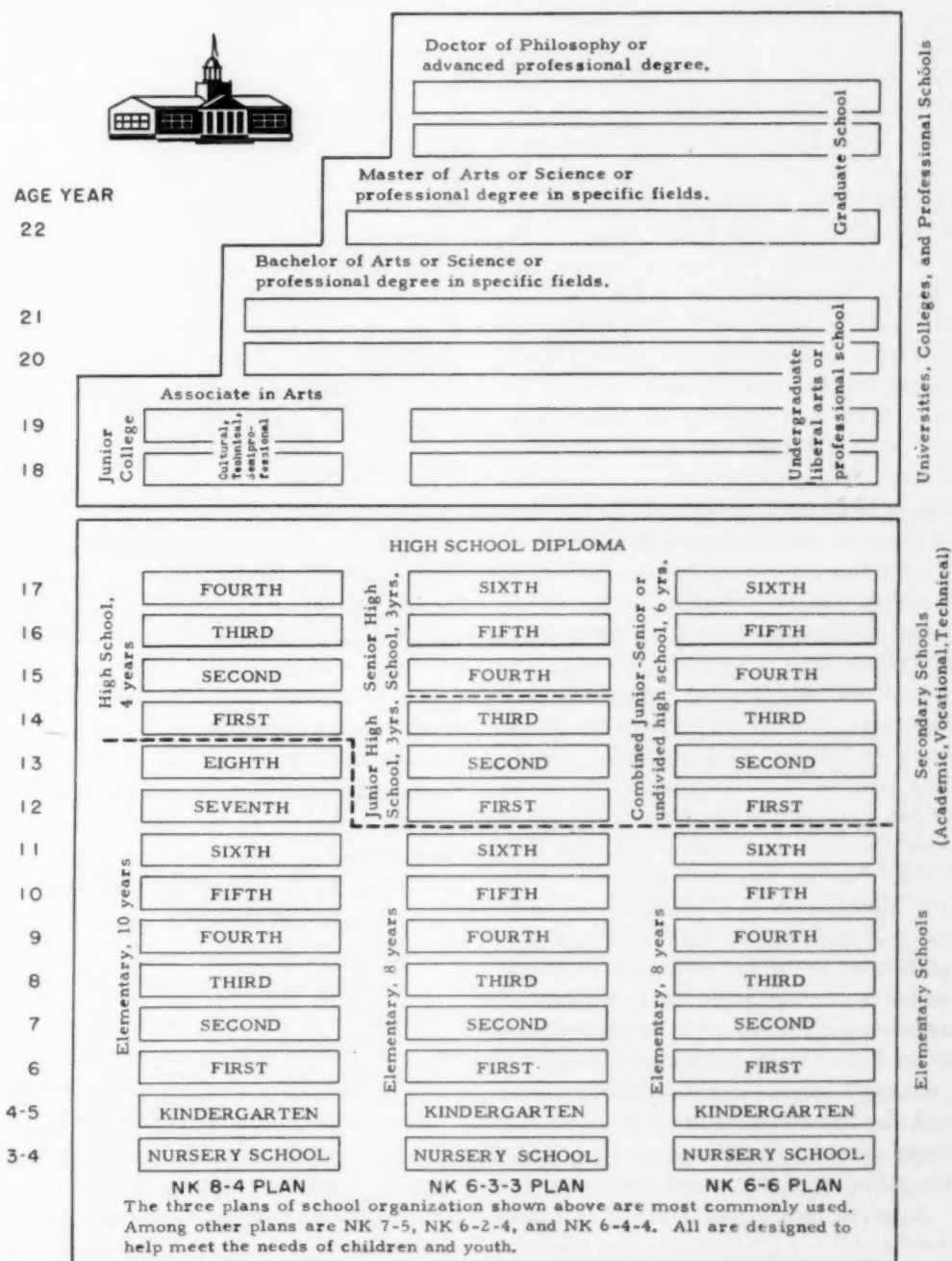
Ages found at the left of the chart are, of course, approximate. No one would contend that no high-school student is over 17 years old or that all college students have passed their eighteenth birthday. Likewise

there are large numbers of 3- to 5-year-olds who have no opportunity to attend nursery schools or kindergarten.

Leaving out of consideration the college years, the nursery school, and the kindergarten—elements which are not universally

regarded as parts of elementary-secondary school systems—the chart supplies information on the three types of organization which account for seven-eighths of the pupils at present enrolled in elementary and secondary schools of the United States.

Educational Structure—A Graphic Illustration



Bells Will Ring for United Nations Day

by Helen Dwight Reid, Chief, European Section, Division of International Educational Relations

BELLS, universally recognized as symbolizing freedom and peace, will play a major role in the world-wide observance of United Nations Day on October 24, the fifth anniversary of the coming into force of the United Nations Charter. The National Citizens' Committee for UN Day has asked that bells be rung in every community throughout the land at 11 o'clock that morning. Schools everywhere will observe UN Day with special programs of their own, and many will take a prominent part in local community activities.

It was on June 26, 1945, that the United Nations Charter was signed with impressive ceremony by the delegates of 50 nations, representing one and a half billion of the world's peoples, of all colors, tongues, and creeds. Five years later, at a few minutes after midnight on June 25, 1950, a telephone call from the Department of State at Washington to Secretary-General Trygve Lie brought the first word that a flagrant violation of the Charter had just taken place in Korea. The dramatic story of how the regular skeleton staff on duty at Lake Success in the early dawn hours of that quiet Sunday morning were suddenly called on to mobilize the full resources of the United Nations for prompt action on a major crisis, and of how the UN machine for world cooperation was able to swing immediately into high gear, is too long to tell here, but it marks a turning point in world history. Five years after the blueprints were drawn at San Francisco, collective security has at long last become a reality. As the 1950 United Nations Day draws near, the blue and white banner of UN flies over an international police force authorized and supported by 53 of the 59 member nations, united in a common effort to stop a military aggression. The Security Council entrusted to the United States the command of all UN forces in Korea, so that General MacArthur and the Americans fighting there are engaged on an international mission, under the authority of the United Nations.

Prior to the Korean crisis it had been fashionable for UN supporters to minimize

the political side of its activities, stressing rather its unquestioned success in various economic, social, and humanitarian endeavors—perhaps as a kind of escape from the frustrations of Soviet obstructionism in the Security Council. Yet even in the realm of politics an impressive measure of effective action can be credited to the UN, if the record of the past 5 years is reexamined: Mediation in Palestine and Indonesia; withdrawal of French and British forces from Syria and Lebanon, and of Soviet forces from northern Iran; intervention in Greece to prevent the Balkan tinder-box from exploding; the opportunity for casual private meetings of the delegates of the four powers which led ultimately to the lifting of the Berlin blockade—and the necessity of defending their actions in public debate at Lake Success which has undoubtedly exercised a restraining influence on all governments susceptible to the influence of world public opinion.

Not Enough

Moreover, the framers of the Charter were convinced that it would not be enough to set up machinery for collective security to maintain enduring world peace. Too often the roots of conflict lie in poverty, ignorance, and oppression. The peoples of the world have a common interest in living safer, happier, freer lives, and they expressed that interest by placing the Economic and Social Council on a par with the Security Council as a major organ of the United Nations. Already almost every human being in the world has benefited directly or indirectly from the work of the United Nations and its specialized agencies, in many different ways: Better health, more food, stabilized currency, improved education—the list could fill many pages.

In the light of the startling developments of recent weeks, this fifth anniversary of the UN takes on new significance, demanding of us a critical reappraisal of the organization and of our own attitude toward it. If in these past 5 years the UN has seemed at

times to fall short of our expectations, perhaps the fault lies partly in the unthinking sentimentality of those who expected it to be a panacea. The UN is a living institution, created to meet some of the deepest needs of the nations, and the United States has a particularly important role to play in it. Although we spent less than 100 million dollars last year on all UN activities (less than a dime for every \$15 we spent on the cold war), ours is the largest single contribution, though by no means the heaviest in relative burden on the national economy. Under American constitutional law the Charter is part of the supreme law of the land, coequal with the United States Constitution, and it deserves therefore our understanding and respect. That is why schools throughout the country are incorporating study about the UN into the curriculum at all possible levels. Here are some recent publications that would be particularly helpful in teaching about the United Nations:

A Selected Bibliography for Teaching About the United Nations, by Helen Dwight Reid; third edition, revised August 1950; free on request from Division of International Educational Relations, Office of Education, Washington 25, D. C.

Community Action for United Nations Day, by Virginia Parker; a handbook prepared for the National Citizens' Committee for UN Day, 816 21st St. NW., Washington 6, D. C., 1950; 25 cents, from the Committee.

How To Find Out About the United Nations, a pamphlet prepared by the UN Department of Public Information to help teachers and leaders of civic groups; useful lists of resource materials of all kinds; 1950; 15 cents from the general agent for all UN publications, the International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y. (Listed hereafter as C. U. P.)

International Understanding, an annotated selective catalog listing 438 16mm films dealing with UN, the Member States, and related subjects, with addresses of film sources, information offices of foreign governments, and international agencies; published by Carnegie Endowment and N. E. A., 1950; 25 cents from National Education Association, 1201 16th St. NW., Washington 6, D. C.

Teaching About the United Nations and the Specialized Agencies, a report by the Secretary-General of the United Nations and the Director-General of UNESCO to the Economic and Social Council, July 1950; a valuable comprehensive analysis of the extent and methods of teaching about UN in the various member nations, with appendices listing teaching aids, etc.; document No. E/1667; 70 cents from C. U. P.

The UNESCO Story, a resource and action booklet for organizations and local communities, profusely illustrated, with many practical suggestions; prepared by the U. S. National Commission for UNESCO, May 1950; 55 cents from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

United Nations in the Schools: Suggestions for classroom and extracurricular activities at elementary and secondary levels; 1950; American Association for the United Nations, 45 E. 65th St., New York 21, N. Y.; 10 cents.

Visitors' Guide to the United Nations, a leaflet of useful information about the UN buildings, how to reach them, what to see, etc.; 1950; free, from UN Dept. of Public Information, Lake Success, N. Y.

World Understanding Begins With Children, by Delia Goetz; a guide to assist teachers in selecting and evaluating materials and sources, with suggested methods of incorporating international relations in the elementary curriculum; Office of Education Bulletin 1949, No. 17; 15 cents from the Superintendent of Documents, Washington 25, D. C.

Food and People, a series of six booklets for study and discussion, prepared for UNESCO and FAO by noted experts; 1950; complete set with Discussion Guide, \$1.65, from Manhattan Publishing Co., 225 Lafayette St., New York 12, N. Y.

Guide to the United Nations Charter, third ed., 1950; Describes briefly the conferences leading to drafting of the UN, and explains the provisions of the Charter; prepared by UN; 50 cents from C. U. P.

How the United Nations Began, a simple classroom text prepared by the UN for pupils 12-16 years of age; 1949; 15 cents from C. U. P.

Reference Pamphlets: A series prepared by the UN Department of Public Information, describing briefly the functions, powers, structure, and activities of *The General Assembly*, No. 1; *The Security Council*, No. 4; *The Economic and Social Council*, No. 2; and *The International Trusteeship System*, No. 3; all could be used as texts for senior high school; 15 cents each from C. U. P.

The Struggle for Lasting Peace, a pamphlet describing briefly the first 5 years of UN activity, prepared by the Department of Public Information for UN Day, 1950.

The United Nations: Its Record and Its Prospects, an up-to-date analysis, even including Korea; August 1950; 20 cents from Carnegie Endowment for International Peace, 405 West 117th St., New York 27, N. Y.

UN Flag Kits: A packet containing full instructions for making a 3' x 5' UN flag, with transfer patterns for applique wreath and a patch with the central symbol printed in white on blue cloth, 50 cents from National Committee on Boys and Girls Club Work, 59 East Van Buren St., Chicago 5, Ill.

The UN Story: Toward a More Perfect World, by Dorothy Robbins; a brief history designed for high-school use; American Association for the United Nations, 1950; 25 cents.

U. N. Gram: A weekly wall newspaper in color, 18" by 24", for classroom use; 39 weeks for \$15; an accompanying weekly 4-page Discussion Guide, \$3; order both from U. N. GRAM Publishing Co., P. O. Box 1128, Grand Central Station, New York 17, N. Y.

Citizenship Education by Air



A FLYING Citizenship Class, probably the first of its kind, was established for a group of 25 students graduating from Avonworth Union High School, Ben Avon, Pa., this year. This educational project was designed to make the study of Government more effective by supplementing classroom work with first-hand observation of Government in action at all levels, from local to world organization.

A 3-day tour was arranged by Dr. A. G. Clark, supervising principal of the Avonworth Union High School, and Miss Elizabeth Warnock, Specialist for Aviation, Pennsylvania State Department of Public Instruction, Harrisburg, Pa. Air travel was used to demonstrate how aviation has speeded up opportunities for students to observe as well as study.

On successive days the group observed city and county government in action at Pittsburgh, Pa., State government operation at Harrisburg, Pa., and national government functions at Washington, D. C. An educational tour of the United Nations headquarters at Lake Success, N. Y., topped off the 3-day tour. The graduates were privileged to attend a session of the UN Security Council while at Lake Success. Throughout the trip government officials elected to office and representing the home districts of the graduates were hosts and guides and completed many arrangements to help make the trip most profitable.

While in Washington the young people visited the Library of Congress, the National Capitol, the Department of Justice, Supreme Court, and other Federal Government buildings and offices. Officials of the Civil Aeronautics Administration spoke to them on the future of aviation. Willis C. Brown, Specialist for Aviation, Office of Education, Federal Security Agency, described the place of the Office of Education in the Federal Government and its services to American education. The graduates also dined with their Senators and Representatives in the Speaker's Dining Room, House of Representatives, and visited the Senate and House in regular session.

Accent on Health

HEALTH PROBLEMS of the child of school age are not what they used to be, writes Leona Baumgartner, M. D., Associate Chief of the Children's Bureau, in the August-September issue of *The Child*, the Bureau's periodical. The issue is devoted to the health of school-age children.

What we are after—both educators and doctors—Dr. Baumgartner continues, is to help in rearing a new generation of human beings who are buoyantly healthy in body and spirit; whose creativeness and sense of social responsibility are given the greatest possible opportunity for expression; who have an unshakable conviction of their own worth and the worth of other people. This is the kind of positive health that we—as educators and medical workers—are after.

Discovery of children in need of medical attention is not a task for medically trained people alone, writes Thomas E. Shaffer, M. D., in this issue of *The Child*. Parents, teachers, nurses, social workers, and many

(Continued on page 15)

The Office of Education—Its Services and Staff

SCHOOL LIFE here continues the series of statements on the Office of Education begun in the April 1950 issue. This presentation reports on the services and staff members of the Division of Special Educational Services.

Division of Special Educational Services

IN THE AREA of special educational services, the Office of Education gathers basic statistics in the field of education and disseminates that data and other significant information for the purpose of furthering the progress of education and assisting in the enrichment of educational programs at all levels. By furthering the effective use of the various media of communication—printed materials, motion pictures, and radio and television in the specialized fields of educational research, information, and communications, the Office serves educational agencies and associations, educators, Federal departments and agencies, the Office of Education staff, and others responsible for promoting the cause of education.

Research and Statistical Service.—This service periodically surveys and reports on school and college enrollments, educational income and expenditure, school plants and equipment, and reports other statistical research findings of value to State and local school administrators and teachers. Its staff members help in gathering and interpreting statistical data for specialists in all other divisions of the Office. They offer counsel to State and local school systems on problems of educational records and reporting systems and methods of financial accounting.

Information and Publications Service.—Research findings prepared for publication by Office of Education specialists are sent to this service in manuscript form for editing and printing clearance. When printed, Office publications are distributed through this service on mailing lists arranged according

to subject interest and educational level. **SCHOOL LIFE**, the official journal of the Office of Education, is edited by Information and Publications Service. Printing of **HIGHER EDUCATION** periodical is also managed by the section. Interpretation of educational information for educational journals and for newspapers and magazines is another responsibility of this service. Latest developments in education are reported to writers and editors for the information of both educators and laymen.

Service to Libraries.—This service helps develop school, college, university, and public libraries throughout the United States, collects and interprets basic data on book collections, finances, personnel, and services to school and public libraries, and in turn makes this information available to educators through statistical circulars, bulletins, and special publications. It also makes special studies, investigations, and surveys in the library field for the use of appropriating bodies, library governing boards, library administrators.

Visual Aids to Education.—The Visual Aids to Education section aims to increase the understanding of motion pictures, filmstrips, and other visual aids, to improve the quality of the materials produced, and to facilitate their distribution and use. It also supervises the distribution to schools by a commercial contractor of approximately 713 government pictures and 544 filmstrips. The section advises on ways to improve the production of visual aids, the basic principles of securing effective use of visual aids in the classroom, and the evaluation of visual materials in terms of specific grade levels.

Educational Uses of Radio.—The Educational Uses of Radio Section assists State departments of education, colleges, universities, and local school systems in planning their own FM educational broadcast stations and organizing their program services. It gives information and advice to school systems and teachers in the selection and use of audio equipment, and

helps answer important questions of program selection in situations where schools must choose among various stations. Schools and colleges may borrow radio scripts and transcriptions for in-school or community broadcast, or to serve as models for programming comparative study and creative work.

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HEALTH

(Continued from page 13)

others associated with children can steer those with health problems into the channels that lead to diagnosis and treatment, he adds.

Benjamin M. Spock, M. D., holds that schools are a fertile field for mental-health efforts. He reminds us that there is no such thing as *no* guidance in the schools; that the school, like the home, reacts to each child's problem in some way, wisely or unwisely. And he points out that all workers who provide counseling services to children should have the benefit of psychiatric consultation, if not supervision.

Children's speech is dealt with in this issue by Wendell Johnson; eyesight, by Marian M. Crane, M. D.; hearing, by William G. Hardy and Miriam D. Pauls; and nutrition, by E. Neige Todhunter. Helen M. Belknap, M. D., describes a clinic serving children of school age; and J. Roswell Gallagher, M. D., notes some problems of adolescents.

How workers concerned with the health of the school-age child get together to provide better health services is discussed by H. F. Kilander of the Office of Education; and a series of conferences of this type is described by Jeff Farris of Arkansas State Teachers College.

"What about the school-age child who is employed?" asks Elizabeth S. Johnson, stating that nearly 2,000,000 boys and girls 14 through 17 years of age have jobs and that 60 percent of these are jobs held by children who are also attending school. A child who is getting his first job, or who is changing his job, Miss Johnson says, should have a medical examination to protect him from work that is beyond his particular strength and capacity.

The issue concludes with a comment by a social worker, the late Mary Irene Atkinson:

... a child comes to school with his mind clothed in a body; with a tangled web of emotional reactions which neither he, nor anyone else, fully comprehends; with social drives which will make or break him, depending upon the understanding he receives both at school and at home; with conflicting hereditary and environmental forces pulling him in several directions at the same time. . . .

10 Major Tasks for UNESCO

TEN MAJOR TASKS for UNESCO, originally formulated by the United States Delegation to the Fifth Session of the General Conference of UNESCO held at Florence, Italy, May 22 to June 17, 1950, and adopted by the Conference as a whole are:

1. To eliminate illiteracy and encourage fundamental education.
2. To obtain for each person an education conforming to his aptitudes and to the needs of society, including technological training and higher education.
3. To advance human rights throughout all nations.
4. To remove the obstacles to the free flow of persons, ideas and knowledge among the countries of the world.
5. To promote the progress and applications of science for all mankind.
6. To remove the causes of tensions that may lead to wars.
7. To demonstrate world cultural interdependence.
8. To advance through the press, radio, and motion pictures the cause of truth, freedom, and peace.
9. To bring about better understanding among the peoples of the world and to

convince them of the necessity of co-operating loyally with one another in the framework of the United Nations.

10. To render clearinghouse and exchange services, in all its fields of action, together with services in reconstruction and relief assistance.

One of the specific goals set forth by the United States delegation to the Conference to extend the UNESCO Program on Human Rights called for "inclusion of the Declaration of Human Rights in the Curriculum of at least 50 percent of the secondary schools of at least a majority of the member states within a 6-year period."

The five United States representatives on the delegation to the Florence Conference were Howland H. Sargeant, Deputy Assistant Secretary of State for Public Affairs, chairman; George D. Stoddard, president, University of Illinois, and chairman of the U. S. National Commission for UNESCO, who served as vice chairman of the delegation; Bernice Baxter, director of education in human relations for the Oakland, Calif., schools; Dr. George F. Zook, U. S. Commissioner of Education during 1933-34, and since that time until his recent retirement, president, American Council on Education; and I. I. Rabi, Columbia University scientist and Nobel Prize winner.



In greeting nearly 200 British, French, and American teachers who, this year, will exchange teaching positions, President Truman praised the exchange program as "the best step in foreign policy during my entire tour of duty in public life." The President predicted that this program, sponsored by the Office of Education, Federal Security Agency, in cooperation with the Department of State, under provisions of the Fulbright act of the Seventy-Ninth Congress, would lead to new high levels of international understanding. To the left of the President is Mme. Germaine S. Girodroux, of Saint-Chamond (Loire), France, who will exchange positions with Miss Julia F. Virant, Washington High School, Portland, Ore. To the President's right is Wilfred Kings, of Rugby, England, exchanging with Richard Mayo-Smith, Phillips Exeter Academy, Exeter, N. H. On the extreme left is Raymond H. Nelson, Chairman, U. S. Committee on the Interchange of Teachers, and on the extreme right Earl James McGrath, Commissioner of Education. Federal Security Administrator Oscar R. Ewing stands to the rear right of the President. His Excellency Henri Bonnet, Ambassador of the French Republic, and Mr. B. A. B. Burrows, Counselor of the British Embassy, stand behind Miss Girodroux.

New Books and Pamphlets

✓ *A Bibliography of Curriculum Materials.* Compiled by Curriculum Materials Committee, College of Education, Wayne University. Detroit, Wayne University, 1950. 63 p. \$1.

Bicycle Safety in Action. Washington, National Commission on Safety Education, National Education Association, 1950. 48 p. Illus. 50 cents.

Counseling Adolescents. By Shirley A. Hamrin and Blanche B. Paulson. Chicago, Science Research Associates, Inc., 1950. 371 p. (Professional Guidance Series.) \$3.50.

Curriculum Principles and Social Trends. Rev. Ed. By J. Minor Gwynn. New York, The Macmillan Co., 1950. 768 p. Illus. \$5.

Education of the Gifted. By Educa-

tional Policies Commission. Washington, National Education Association of the United States and the American Association of School Administrators, 1950. 88 p. 35 cents.

A Good School Day. By Viola Theman. New York, Teachers College, Columbia University, 1950. 59 p. (Parent-Teacher Series.) 60 cents.

Guide to Art Films. Compiled by the American Federation of Arts and listing 253 16mm films. New York 22, *Magazine of Art* (22 East Sixtieth St.), 1950. 75 cents a copy; 60 cents if remittance accompanies order.

Principles and Techniques of Guidance. By D. Welty Lefever, Archie M. Turrell, and Henry Weitzel. New York, The Ronald Press Company, 1950. 577 p. \$4.25.

Radio Drama Acting & Production: A Handbook. By Walter Krulevitch Kingson and Rome Cowgill. Rev. Ed. New York, Rinehart & Company, Inc., 1950. 373 p. \$3.25.

The Reading Interests of Young People. By George W. Norvell. Boston, D. C. Heath and Co., 1950. 262 p. \$3.50.

Recommended Equipment and Supplies for Nursery, Kindergarten, Primary and Intermediate Schools. General Service Bulletin. Compiled by the Committee on Equipment and Supplies. Washington, Association for Childhood Education International, 1950. 59 p. Illus. \$1.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

THESE THESES are on file in the Education collection of the Federal Security Agency Library where they are available, upon request, by interlibrary loan.

Auditing Public School Funds in California. By Vaughn D. Seidel. Doctor's, 1950. University of California. 127 p. ms.

Determines the legal requirements for auditing these funds. Compares practices in auditing school funds in California with those in other States.

An Experimental Study of Dictation and Written Drill Applied to Units in Practical

Mathematics. By Anderson D. Owens, Jr. Master's, 1948. University of Cincinnati. 93 p. ms.

Compares the progress of pupils in two ninth grade practical mathematics classes in the Withrow High School, Cincinnati, Ohio.

The Contribution of Three Secondary School Subjects in the Education of the Consumer. By Sister Rita C. McLaughlin. Master's, 1948. University of Cincinnati. 125 p. ms.

Attempts to determine the contribution which business education, social studies, and home eco-

nomics might make to the education of the individual as a consumer.

The Development of State-Authorized Supervision of Rural Elementary White Schools in Alabama. By Genora McFaddin. Doctor's, 1949. George Peabody College for Teachers. 228 p.

Traces the history of the program from 1819 through 1948.

The Development of Television in the United States from 1923 to the Present Time, Which is May 1950. By Bernice F. Giuliano. Master's, 1950. Indiana State Teachers College. 87 p. ms.

Discusses organized research, transmission, receivers, programs, and the use of television in the schools.

Management Planning in Secondary Schools. By Harold M. Wilson. Doctor's, 1950. George Washington University. 247 p. ms.

Describes the development and evaluation of criteria for school management planning in secondary schools; and the construction of a check list for appraising management planning.

—Compiled by Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library.

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